DOCUMENT RESUME

ED 474 419 SO 034 696

TITLE	Blueprints for the 2003 California History-Social Science Standards Tests for Grades 8, 10, and 11.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	2002-01-09
NOTE	27p.; Adopted by the State Board of Education (SBE) 1/9/02.
AVAILABLE FROM	California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720. Tel: 916-319-0791; Web site: http://www.cde.ca.gov/.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Academic Standards; Ancient History; Critical Thinking; Geography; Grade 10; Grade 11; Grade 8; Modern History; Public Schools; Secondary Education; *Social Sciences; Social Studies; *State Standards; Tests; United States History; World History; World War I; World War II
IDENTIFIERS	*California

ABSTRACT

Beginning in 2003, there will be no standardized or norm-referenced test in history-social science for California students. That test is being replaced by assessments at grades 8, 10, and 11 based on California History-Social Science (H-SS) Content Standards. The H-SS standards tests at grades 10 and 11 count for 20% of the Academic Performance Index (API) for those grades. These blueprints are formatted with the test question percentages, represented by topic, in the far right column of the main standard. Questions may be drawn from any of the sub-standards under that main standard where a check mark is shown. At least 25% of all questions are critical thinking questions based on the historical and social science analysis skills for either grades 6-8 or 9-12. The H-SS standards test for grade 8 consists of 75 questions and needs approximately 90 minutes of administration time. Grades 10 and 11 have a total of 60 standards aligned questions based on the 2003 blueprints. (BT)

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ED 474 419

California Department of Education

Blueprints for the 2003 California History-Social Science Standards Tests for grades 8, 10, and 11

California Department of Education
721 Capitol Mall
Sacramento, CA 94244-2720

Adopted by SBE 1/9/02

SO 034 696

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History-Social Science Standards Tests for Grades 8, 10, and 11

Beginning in 2003, there will be no standardized or norm referenced test in history-social science for California students. This test is being replaced by assessments at grades 8, 10, and 11 based on California History-Social Science Content Standards. The H-SS Standards Tests at grades 10 and 11 count for 20% of the API for those grades. The weight of the grade 8 test is yet to be determined.

Here are the newly released Blueprints for the 2003 California History-Social Science Standards Tests for grades 8, 10, and 11. The percent of the test's questions devoted to a topic are given in the column at the far right of the main standard. Questions may be drawn from any of the sub-standards under that main standard that have a check mark. Virtually every sub-standard has a check mark. Note that the standards covered in the latter parts of the grade 10 and 11 courses of study are part of the test content even though the assessment is given before the school year is finished and many teachers have not taught all the content. It will be important to set a pacing calendar so that as much of the curriculum as possible is actually taught in advance of the test.

At least 25% of all questions will be critical thinking questions based on the Historical and Social Science Analysis Skills for either Grades 6-8 or 9-12. There will be no test at grade 9, since there are no H-SS standards for grade 9. However, 2003 will be the baseline year for a new test at grade 8. The Blueprint shows that the 8th grade test reaches back to grade six for question content. The approximated breakdown is 22% from grade 6, 31% from grade 7, and 47% from grade 8. This means that clear articulation among the grades is essential and that instructional methods must emphasize ways to make the content memorable for students.

Note that each grade level has five reporting categories based on a cluster of standards. Since it is the baseline year for grade 8, scores for that test will probably be reported as a raw score. Results for Grades 10 and 11 will be reported by scaled score.

At grade 8 the clusters relate to all three grade levels tested:
Cluster 1 = Standards 6.1-6.7 (all of grade 6)
Cluster 2 = Standards 7.1-7.7
Cluster 3 = Standards 7.8-7.11
Cluster 4 = Standards 8.1-8.8
Cluster 5 = Standards 8.9-8.12

At grade 10, the clusters relate fairly equally to all standards.
Cluster 1 = Standards 10.1-10.2
Cluster 2 = Standards 10.3-10.4
Cluster 3 = Standards 10.5-10.6
Cluster 4 = Standards 10.7-10.8
Cluster 5 = Standards 10.9-10.11

At grade 11, the clusters are fairly even with the first and second clusters organized out of sequence.
Cluster 1 = Standards 11.1 and 11.3
Cluster 2 = Standards 11.2 and 11.4
Cluster 3 = Standards 11.5-11.6
Cluster 4 = Standards 11.7 and 11.9
Cluster 5 = Standards 11.8, 11.10, and 11.11

According to Dr. John Burns, Consultant at the CDE coordinating STAR test development, the History-Social Science Standards Test for grade 8 will be 75 questions and take approximately 90 minutes of administration time. At grades 10 and 11 there are a total of 60 Standards aligned questions based on the 2003 Blueprints.

At all grades, I recommend that H-SS teachers access the Language Arts Blueprints at http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2to10.pdf (grades 2-10) and http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela11.pdf (grade 11). and include these standards in their instruction. Many of these standards relate specifically to content reading and writing. The level of performance expected of all students on the state tests will only be achieved if H-SS teachers re-enforce skills learned in Language Arts classes, especially in expository reading, writing and literary analysis.

Direct your H-SS assessment questions to John Burns at jburns@cde.ca.gov

GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 6	2003 Blueprint	%
WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS **Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.**	16	22%
Reporting Cluster 1: **WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS**	16	22%
6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.	1	
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.	✓	
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	✓	
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	✓	
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	2	
1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	✓	
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	✓	
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	✓	
4. Know the significance of Hammurabi's Code.	✓	
5. Discuss the main features of Egyptian art and architecture.	✓	
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	✓	
7. Understand the significance of Queen Hatshepsut and Ramses the Great.	✓	
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	✓	
9. Trace the evolution of language and its written forms.	✓	
6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	3	
1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.	✓	
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.	✓	
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	✓	
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.	✓	
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.	✓	

GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 6	2003 Blueprint	%
6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.	3	
1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.	✓	
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration).*	✓	
3. State the key differences between Athenian, or direct, democracy and representative democracy.	✓	
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey,* and from *Aesop's Fables.*	✓	
5. Outline the founding, expansion, and political organization of the Persian Empire.	✓	
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	✓	
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	✓	
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	✓	
6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.	2	
1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	✓	
2. Discuss the significance of the Aryan invasions.	✓	
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	✓	
4. Outline the social structure of the caste system.	✓	
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	✓	
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	✓	
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita;* medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).	✓	
6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	2	
1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	✓	
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	✓	
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	✓	
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	✓	
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	✓	
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.	✓	
7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.	✓	
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.	✓	

GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 6	2003 Blueprint	%
6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	3	
1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.	✓	
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).	✓	
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.	✓	
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.	✓	
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.	✓	
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).	✓	
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	✓	
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	✓	

GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 7	2003 Blueprint	%
WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES **Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.**	24	31%
Reporting Cluster 2: **LATE ANTIQUITY AND THE MIDDLE AGES**	14	18%
7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.	1	
1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).	✓	
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	✓	
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.	✓	
7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.	2	
1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.	✓	
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.	✓	
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.	✓	
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.	✓	
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.	✓	
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.	✓	
7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.	2	
1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.	✓	
2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.	✓	
3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.	✓	
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.	✓	
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.	✓	
6. Describe the development of the imperial state and the scholar-official class.	✓	

GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 7	2003 Blueprint	%
7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.	2	
1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.	✓	
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.	✓	
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.	✓	
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.	✓	
5. Describe the importance of written and oral traditions in the transmission of African history and culture.	✓	
7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.	2	
1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.	✓	
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.	✓	
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun, daimyo,* and *samurai* and the lasting influence of the warrior code in the twentieth century.	✓	
4. Trace the development of distinctive forms of Japanese Buddhism.	✓	
5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji.*	✓	
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.	✓	
7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.	3	
1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.	✓	
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.	✓	
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.	✓	
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).	✓	
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).	✓	
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.	✓	
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.	✓	
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").	✓	
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.	✓	

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GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 7	2003 Blueprint	%
7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.	**2**	
1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.	✓	
2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.	✓	
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	✓	
4. Describe the artistic and oral traditions and architecture in the three civilizations.	✓	
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.	✓	
Reporting Cluster 3: RENAISSANCE/REFORMATION	**10**	**13%**
7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	**2**	
1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).	✓	
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.	✓	
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.	✓	
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).	✓	
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).	✓	
7.9 Students analyze the historical developments of the Reformation.	**3**	
1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).	✓	
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).	✓	
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.	✓	
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.	✓	
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).	✓	
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.	✓	
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).	✓	
7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	**2**	
1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	✓	
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).	✓	
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.	✓	

GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 7	2003 Blueprint	%
7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).	3	
1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	✓	
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.	✓	
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.	✓	
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.	✓	
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).	✓	
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.	✓	

GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 8	2003 Blueprint	%
UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT **Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.**	35	47%
Reporting Cluster 4: U.S. CONSTITUTION AND THE EARLY REPUBLIC	22	29%
8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.	3	
1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.	✓	
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").	✓	
3. Analyze how the American Revolution affected other nations, especially France.	✓	
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	✓	
8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.	4	
1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	✓	
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.	✓	
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.	✓	
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.	✓	
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.	✓	
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	✓	
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.	✓	
8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.	3	
1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.	✓	
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	✓	
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.	✓	
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	✓	
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).	✓	
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).	✓	
7. Understand the functions and responsibilities of a free press.	✓	

GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 8	2003 Blueprint	%
8.4 Students analyze the aspirations and ideals of the people of the new nation.	2	
1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	✓	
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).	✓	
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	✓	
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).	✓	
8.5 Students analyze U.S. foreign policy in the early Republic.	2	
1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.	✓	
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	✓	
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	✓	
8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	3	
1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	✓	
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).	✓	
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	✓	
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.	✓	
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.	✓	
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).	✓	
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).	✓	
8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.	2	
1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	✓	
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).	✓	
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	✓	
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.	✓	

GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 8	2003 Blueprint	%
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	3	
1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).	✓	
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	✓	
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	✓	
4. Examine the importance of the great rivers and the struggle over water rights.	✓	
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	✓	
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	✓	
Reporting Cluster 5: CIVIL WAR AND ITS AFTERMATH	**13**	**18%**
8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	4	
1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).	✓	
2. Discuss the abolition of slavery in early state constitutions.	✓	
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.	✓	
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850	✓	
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott* v. *Sandford* decision (1857), and the Lincoln-Douglas debates (1858).	✓	
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	✓	
8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War.	4	
1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	✓	
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	✓	
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	✓	
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	✓	
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	✓	
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.	✓	
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.	✓	

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GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 8	2003 Blueprint	%
8.11 Students analyze the character and lasting consequences of Reconstruction.	3	
1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	✓	
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	✓	
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.	✓	
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.	✓	
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	✓	
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	2	
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	✓	
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	✓	
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.	✓	
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	✓	
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).	✓	
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.	✓	
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.	✓	
8. Identify the characteristics and impact of Grangerism and Populism.	✓	
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	✓	

GRADE 8 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 8	2003 Blueprint	%
HISTORY AND SOCIAL SCIENCE ANALYSIS SKILLS (Grade 8)*	**19**	**25%**
1. Students explain how major events are related to one another in time.	✓	
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.	✓	
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	✓	
RESEARCH, EVIDENCE, AND POINT OF VIEW		
1. Students frame questions that can be answered by historical study and research.	✓	
2. Students distinguish fact from opinion in historical narratives and stories.	✓	
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	✓	
4. Students assess the credibility of primary and secondary sources and draw sound conclusions about them.	✓	
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).	✓	
HISTORICAL INTERPRETATION		
1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	✓	
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	✓	
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	✓	
4. Students recognize the role of chance, oversight, and error in history.	✓	
5. Students recognize that interpretations of history are subject to change as new information is uncovered.	✓	
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	✓	

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* The analysis skills are embedded in 19 (25%) of the content items for 8th grade and 15 (25%) for 10th and 11th grade.

Adopted by SBE 10/9/02
California Department of Education

GRADE 10 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 10	Previous Blueprint	2003 Revised Blueprint	%
WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD **Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.**	60	60	100%
Reporting Cluster 1 – DEVELOPMENT OF MODERN POLITICAL THOUGHT	13	13	22%
10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.	5	5	
1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	✓	✓	
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, drawing from selections from Plato's *Republic* and Aristotle's *Politics*.	✓	✓	
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.	✓	✓	
10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	8	8	
1. Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., biographies of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	✓	✓	
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	✓	✓	
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	✓	✓	
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	✓	✓	
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	✓	✓	

GRADE 10 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 10	Previous Blueprint	2003 Revised Blueprint	%
Reporting Cluster 2 – INDUSTRIAL EXPANSION AND IMPERIALISM	**10**	**10**	**16.5%**
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.	**7**	**7**	
1. Analyze why England was the first country to industrialize.	✓	✓	
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	✓	✓	
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	✓	✓	
4. Trace the evolution of work and labor, including the demise of the slave trade and effects of immigration, mining and manufacturing, division of labor, and the union movement.	✓	✓	
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	✓	✓	
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	✓	✓	
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.	✓	✓	
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.	**3**	**3**	
1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	✓	✓	
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	✓	✓	
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	✓	✓	
4. Describe the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.	✓	✓	
Reporting Cluster 3 – CAUSES AND EFFECTS OF THE FIRST WORLD WAR	**14**	**14**	**23%**
10.5 Students analyze the causes and course of the First World War.	**7**	**7**	
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing civilian population in support of "total war."	✓	✓	
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).	✓	✓	
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	✓	✓	
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.	✓	✓	
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	✓	✓	

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GRADE 10 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 10	Previous Blueprint	2003 Revised Blueprint	%
10.6 Students analyze the effects of the First World War.	7	7	
1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of United States's rejection of the League of Nations on world politics.	✓	✓	
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	✓	✓	
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	✓	✓	
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).	✓	✓	
Reporting Cluster 4 – CAUSES AND EFFECTS OF THE SECOND WORLD WAR	13	13	22%
10.7 Students analyze the rise of totalitarian governments after the First World War.	6	6	
1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).	✓	✓	
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	✓	✓	
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting their common and dissimilar traits.	✓	✓	
10.8 Students analyze the causes and consequences of World War II.	7	7	
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939.	✓	✓	
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	✓	✓	
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	✓	✓	
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	✓	✓	
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution and the Holocaust resulted in the murder of six million Jewish civilians.	✓	✓	
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China and Japan.	✓	✓	

GRADE 10 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 10	Previous Blueprint	2003 Revised Blueprint	%
Reporting Cluster 5 – INTERNATIONAL DEVELOPMENTS IN THE POST-WORLD WAR II ERA	**10**	**10**	**16.5%**
10.9 Students analyze the international developments in the post-World War II world.	**7**	**8**	
1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.	✓	✓	
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	✓	✓	
3. Understand the importance of the Truman Doctrine and Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	✓	✓	
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).	✓	✓	
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.	✓	✓	
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	✓	✓	
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.	✓	✓	
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, and NATO, and the Organization of American States.	✓	✓	
10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.	**3**	**1**	
1. Understand the challenges in the regions, including the geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.	✓	✓	
2. Describe the recent history of the regions, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	✓	✓	
3. Discuss the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.	✓	✓	
10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).	**0**	**1**	

GRADE 10 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 10	Current Blueprint	2003 Revised Blueprint	%
HISTORY AND SOCIAL SCIENCE ANALYSIS SKILLS (Grade 10)*	15	15	25%
CHRONOLOGICAL AND SPATIAL THINKING	✓		
1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	✓	✓	
2. Students analyze how change happens at different rates at different times; that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	✓	✓	
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	✓	✓	
4. Students relate current events to the physical and human characteristics of places and regions.	✓	✓	
HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW			
1. Students distinguish valid arguments from fallacious arguments in historical interpretations.	✓	✓	
2. Students identify bias and prejudice in historical interpretations.	✓	✓	
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	✓	✓	
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	✓	✓	
HISTORICAL INTERPRETATION			
1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.	✓	✓	
2. Students recognize the complexity of historical causes and effects, including the limitations of determining cause and effect.	✓	✓	
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.	✓	✓	
4. Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.	✓	✓	
5. Students analyze human modifications of a landscape, and examine the resulting environmental policy issues.	✓	✓	
6. Students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	✓	✓	

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* The analysis skills are embedded in 19 (25%) of the content items for 8th grade and 15 (25%) for 10th and 11th grade.

GRADE 11 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 11	Previous Blueprint	2003 Revised Blueprint	%
UNITED STATES HISTORY AND GEOGRAPHY: CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY **Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth-grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.**	60	60	100%
Reporting Cluster 1 – FOUNDATIONS OF AMERICAN POLITICAL AND SOCIAL THOUGHT (formerly titled FOUNDATIONS OF AMERICAN POLITICAL AND SOCIAL IDEOLOGY)	9	10	17%
11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.	4	5	
1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.	✓	✓	
2. Analyze the ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights.	✓	✓	
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	✓	✓	
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.	✓	✓	
11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.	5	5	
1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities).	✓	✓	
2. Analyze the great religious revivals and the leaders involved, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in 19th century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.	✓	✓	
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).	✓	✓	
4. Discuss the expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century.	✓	✓	
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.	✓	✓	

GRADE 11 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 11	Previous Blueprint	2003 Revised Blueprint	%
Reporting Cluster 2 - INDUSTRIALIZATION AND THE U.S. ROLE AS A WORLD POWER (formerly titled INDUSTRIALIZATION AND AMERICA'S ROLE AS A WORLD POWER)	14	13	21.5%
11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.	8	7	
1. Know the effect of industrialization on living and working conditions, including the treatment of working conditions and food safety in Upton Sinclair's *The Jungle*.	✓	✓	
2. Describe the changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class.	✓	✓	
3. Trace the effect of the Americanization movement.	✓	✓	
4. Analyze the effect of urban political machines and responses by immigrants and middle-class reformers.	✓	✓	
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	✓	✓	
6. Trace the economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography.	✓	✓	
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).	✓	✓	
8. Examine the effect of political programs and activities of Populists.	✓	✓	
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the 16th Amendment, Theodore Roosevelt, Hiram Johnson).	✓	✓	
11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.	6	6	
1. List the purpose and the effects of the Open Door policy.	✓	✓	
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.	✓	✓	
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.	✓	✓	
4. Explain Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, drawing on relevant speeches.	✓	✓	
5. Analyze the political, economic and social ramifications of World War I on the homefront.	✓	✓	
6. Trace the declining role of Great Britain and the expanding role of the U.S. in world affairs after World War II.	✓	✓	
Reporting Cluster 3 –UNITED STATES BETWEEN THE WORLD WARS (formerly titled AMERICA BETWEEN THE WORLD WARS)	12	12	20%
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.	4	5	
1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.	✓	✓	
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.	✓	✓	
3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).	✓	✓	
4. Analyze the passage of the 19th Amendment and the changing role of women in society.	✓	✓	
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).	✓	✓	
6. Trace the growth and effects of radio and movies and their role in the wide world diffusion of popular culture.	✓	✓	
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.	✓	✓	

GRADE 11 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 11	Previous Blueprint	2003 Revised Blueprint	%
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.	**8**	**7**	
1. Describe the monetary issues of the late 19th and early 20th century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's.	✓	✓	
2. Understand the principal explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis.	✓	✓	
3. Discuss the human toll of the Depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impacts in California.	✓	✓	
4. Analyze the effects and controversies of New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam).	✓	✓	
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farm Workers in California.	✓	✓	
Reporting Cluster 4 – WORLD WAR II: AND FOREIGN AFFAIRS (formerly titled WORLD WAR II: POLITICAL, SOCIAL, AND ECONOMIC IMPACT	**11**	**12**	**20%**
11.7 Students analyze the American participation in World War II.	**5**	**6**	
1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	✓	✓	
2. Explain United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	✓	✓	
3. Identify the role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Codetalkers).	✓	✓	
4. Analyze Roosevelt's foreign policies during World War II (e.g., Four Freedoms speech).	✓	✓	
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the role of women in military production; the role and growing political demands of African Americans.	✓	✓	
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.	✓	✓	
7. Discuss the decision to drop atomic bombs and the consequences (Hiroshima and Nagasaki).	✓	✓	
8. Analyze the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and its importance to the U.S. economy.	✓	✓	

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GRADE 11 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 11	Previous Blueprint	2003 Revised Blueprint	%
11.9 Students analyze United States foreign policy since World War II.	6	6	
1. Discuss the establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.	✓	✓	
2. Understand the role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.	✓	✓	
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: • The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting • The Truman Doctrine • The Berlin Blockade • The Korean War • The Bay of Pigs invasion and the Cuban Missile Crisis • Atomic testing in the American west, the "mutual assured destruction" doctrine, and disarmament policies • The Vietnam War • Latin American policy	✓	✓	
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).	✓	✓	
5. Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War.	✓	✓	
6. Describe the strategic, political, and economic factors in Middle East policy, including those related to the Gulf War.	✓	✓	
7. Examine U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues.	✓	✓	
Reporting Cluster 5 – POST-WORLD WAR II DOMESTIC ISSUES (formerly titled POST-WORLD WAR II DOMESTIC ISSUES, DEVELOPMENTS, AND POLICIES)	14	13	21.5%
11.8 Students analyze the economic boom and social transformation of post-World War II America.	5	5	
1. Trace the growth of service sector, white collar, and professional sector jobs in government and business.	✓	✓	
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.	✓	✓	
3. Examine Truman's labor policy and congressional reaction to it.	✓	✓	
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and Federal and state spending on education, including the California Master Plan.	✓	✓	
5. Describe the increased powers of the presidency in response to the Great Depression, World War II and the Cold War.	✓	✓	
6. Discuss the diverse environmental regions in North America, their relation to particular forms of economic life, and the origins and prospects of environmental problems in those regions.	✓	✓	
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.	✓	✓	
8. Discuss forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).	✓	✓	

GRADE 11 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 11	Previous Blueprint	2003 Revised Blueprint	%
11.10 Students analyze the development of federal civil rights and voting rights developments.	**5**	**5**	
1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African American service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.	✓	✓	
2. Examine and analyze the key events, policies and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.	✓	✓	
3. Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.	✓	✓	
4. Examine the role of civil rights advocates (e.g., biographies of A. Philip Randolph, Martin Luther King Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King's "Letter from Birmingham Jail" and "I Have a Dream" Speech.	✓	✓	
5. Discuss the diffusion of the civil rights movement from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	✓	✓	
6. Analyze the passage and effect of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment with an emphasis on equality of access to education and to the political process.	✓	✓	
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the 19th Amendment to the movement launched in the 1960s, including differing perspectives on the role of women.	✓	✓	
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.	**4**	**3**	
1. Discuss the reasons for the nation's changing immigration policy with emphasis on the way the Immigration Act of 1965 and successor acts have transformed American society.	✓	✓	
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy).	✓	✓	
3. Describe the changing role of women in society as reflected in the major entry of women into the labor force and the changing family structure.	✓	✓	
4. Explain the constitutional crisis originating from the Watergate scandal.	✓	✓	
5. Trace the impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.	✓	✓	
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies.	✓	✓	
7. Explain how the federal, state and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, international migration, decline of the family farm, increase in out-of-wedlock births, and drug abuse.	✓	✓	

GRADE 11 HISTORY/SOCIAL SCIENCE

CALIFORNIA CONTENT STANDARDS: GRADE 11	Previous Blueprint	2003 Revised Blueprint	%
HISTORICAL AND SOCIAL SCIENCE ANALYSIS SKILLS (Grade 11)*	15	15	25%
CHRONOLOGICAL AND SPATIAL THINKING			
1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	✓	✓	
2. Students analyze how change happens at different rates at different times; that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	✓	✓	
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	✓	✓	
4. Students relate current events to the physical and human characteristics of places and regions.	✓	✓	
HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW			
1. Students distinguish valid arguments from fallacious arguments in historical interpretations.	✓	✓	
2. Students identify bias and prejudice in historical interpretations.	✓	✓	
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	✓	✓	
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	✓	✓	
HISTORICAL INTERPRETATION			
1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.	✓	✓	
2. Students recognize the complexity of historical causes and effects, including the limitations of determining cause and effect.	✓	✓	
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.	✓	✓	
4. Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.	✓	✓	
5. Students analyze human modifications of a landscape, and examine the resulting environmental policy issues.	✓	✓	
6. Students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	✓	✓	

* The analysis skills are embedded in 19 (25%) of the content items for 8th grade and 15 (25%) for 10th and 11th grade.

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